

# SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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<i>Events and Developments</i>	3
<i>Fall College Enrollments</i>	5
<i>National Effort for Migrants</i>	6
<i>Technical Assistance Training Program</i>	8
<i>Summaries of Publications</i>	9



January 1956

# Keeping Cows out of Wells

"IF THE cow falls into the well, get her out." This is an old American adage, and one we have been following in the educational world. Unhappily, one of the prices we've had to pay as a result of the depression, war, and sudden population growth, is the high price of fishing the cow out of the educational well. As a result, a kind of crisis atmosphere has surrounded American education.

The time has come, I feel, when we'd better devise means for keeping cows out of our wells. And one of the best ways of preventing the "crash" operation in education is to enlarge the national effort in educational research.

I am impressed with the fact that progress has been made in many fields of human endeavor much faster than in education. The farmer, the worker, the doctor—each

has had his efficiency multiplied manyfold, largely because systematic and extensive research has made new knowledge available to him. His problems have been analyzed and possible solutions have been tried by careful, skilled men. Results have been painstakingly evaluated. Many ideas and projects have been unsuccessful, but search and research have continued.

The yield from one farm acre has been multiplied many times by what has been learned of soils and seeds. Diseases that long have cursed the human race have yielded to new drugs and vaccines developed through meticulous study. And technological developments have made human labor tremendously productive.

The Office of Education is convinced that the benefits of research should be as richly felt in the field of education.

For the immediate future we have plans to begin research in three major areas: Developing and conserving human resources, housing and staffing the Nation's schools, and the implications for education of our expanding economy and advancing technology. We shall enlist in these researches the active cooperation of our colleges, our universities, and our State departments of education; and we hope thereby to enlist the cooperation of educators everywhere in a concerted, careful study—on the most massive scale possible—of the basic problems of American education, present and future.

Basic, cooperative effort in this direction is one way, I am sure, of heading off many cows before they fall into the well.



U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . . MARION B. FOLSOM, *Secretary*

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## EVENTS AND DEVELOPMENTS

of national significance

### **AVA Convention**

The 16 staff members from the Office of Education who attended the 49th annual convention of the American Vocational Association, held in Atlantic City, December 5-9, came away with some impressions that promise well for the future efficiency of vocational education:

- That a large number of persons other than vocational educators were attending the meetings, giving evidence of the public's growing interest in programs of vocational education.
- That there is a general awareness of the challenge posed by the technological advances of our age, and a widely expressed need for basic studies on the aims of vocational education.
- That vocational educators are convinced that the worker of tomorrow must be taught not only the manual skills but also the scientific principles that underlie the tools he uses and the equipment he installs.

### **Aviation Award**

The Nation's highest award in the field of aviation education was given this year to a member of the Office of Education staff.

On the evening of December 17, at the annual Wright Day Dinner of the Aero Club of Washington, before a gathering of 2,000 people, Willis C. Brown, specialist in aviation education, received the Frank G. Brewer Trophy from the hands of Vice President Nixon.

Mr. Brown is the eleventh person (two of the recipients have been organizations: The Civil Aeronautics Administration and the Civil Air Pa-

trol) to receive the trophy, which since 1943 has been awarded annually by the National Aeronautics Association to "the individual or organization which has contributed most to the development of air youth in the field of education and training."

In one phase of aviation education or another, Mr. Brown has been connected with the Office of Education since 1942. During World War II he developed aviation training programs in the public vocational schools; since 1947 he has served in the Secondary Education Section.

In 1954 Mr. Brown was chairman of the *ad hoc* Committee on Aviation Education, which formulated Government policy for the Air Coordinating Committee of the Department of Commerce. At present he is a member of the Civil Air Patrol's Education Advisory Committee and treasurer of the National Aviation Education Council. He is also the author of a school textbook, *Airplane Models and Aviation*.

### **Conferences on Accounting Handbook**

Eight regional conferences are being held across the country this winter to minutely examine the manuscript of a handbook in financial accounting for the public schools.

The manuscript has come up the hard way. One year and two months ago, representatives of five national organizations for education decided on the scope and content of it; and subsequently it has been through several stages: Preliminary draft, examination by a committee, second draft, examination by the First National

Conference on Financial Accounting for Local and State School Systems, and third draft.

It is the third draft that is now undergoing final scrutiny. Two of the regional conferences have already been held—in Washington, D. C., on January 9-11; in Boston, Mass., on January 16-18. The others will follow shortly: in Atlanta, Ga., January 25-27; Little Rock, Ark., January 30-February 1; Lincoln, Nebr., February 6-8; Salt Lake City, Utah, February 13-15; Spokane, Wash., February 20-22; and Chicago, Ill., February 27-29.

Each State has been invited to send to its regional conference one representative from its State department of education, one superintendent of schools, one school business officer, one school board member, and one rural school administrator.

Suggestions made at these conferences will be incorporated into a fourth and final draft, which will be submitted this spring to a second national conference on financial accounting.

In this project to develop a guide to uniform financial accounting for State and local school systems, the Office of Education has taken the leadership. Fred F. Beach, chief, State School Systems, is project director.

### **Teacher Exchange Again With France**

Last month the Department of State notified the Office of Education that the teacher interchange program between the United States and France, which has been suspended during the

current school year, will be resumed in September 1956.

Announcement of this opportunity has been sent out by the Office to teachers who had applied for a grant to attend a special seminar in France next summer. Teachers interested in the exchange have been asked to inform the Office of their availability.

Cornelius R. McLaughlin, chief, Teacher Exchange Section, says that French school authorities will give preference to teachers who are under 40 years of age, hold a master's degree, and have no accompanying dependents. All applicants must furnish evidence of proficiency in the French language.

Four positions are in prospect, all for teaching of English in a French lycée.

### *Williamsburg Workshop*

When the Study Commission of the National Council of Chief State School Officers (NCCSSO) met in Williamsburg, Va., December 1-7, for its seventh annual workshop, it heard three reports from the Office of Education.

Purpose of the reports: to inform the Study Commission on how far the Office has come in the three status studies it is making at the request of NCCSSO. Each study centers about the responsibility of State departments of education for one of the following: (1) Curriculum development, (2) school plant services, and (3) pupil transportation.

The studies have been under way since the summer of 1955, when the NCCSSO made its request, and will be completed this spring. The Study Commission will use them as a basis for the statements of principle and policy it will formulate on the three subjects.

Reporting for the Office were, on the first study, Howard Cummings, specialist, social sciences and geography; on the second, Nelson E. Viles, associate chief, School Housing; and on the third, E. Glenn Featherston, director, School Administration

Branch, and secretary of the Study Commission's Planning Committee.

Also representing the Office were Fred F. Beach, chief, State School Systems; Ray L. Hamon, chief, School Housing; J. Dan Hull, director, Instruction, Organization, and Services Branch; and Helen Mackintosh, chief, Elementary Schools.

Dr. Beach was consultant to the Commission's committee on the responsibility of State departments of education for improving the administration of local school systems; Dr. Hamon, consultant to the School Plant Services Committee; and Dr. Hull and Dr. Mackintosh were consultants to the Improvement of Instruction Committee.

### *Science Education*

For two days in mid-December, leaders in science and in teacher education sat down together in Washington to consider how the much-deplored shortage of scientists in this country could eventually be overcome.

The meetings were jointly sponsored by the National Science Foundation and the Office of Education. They brought together two organizations eminently well qualified to discuss the problem and to offer solutions: the American Association for the Advancement of Science (AAAS) and the American Association of Colleges for Teacher Education (AACTE).

One of the most significant accomplishments of the sessions, according to John R. Mayor, director of the Science Teaching Improvement Program of AAAS and chairman of the meetings on the first day, was that "action was taken to insure careful consideration of the possibility of a joint study on teacher education in science, to be sponsored by AAAS and AACTE."

Among those participating in the conference were John A. Behnke, associate administrative secretary, AAAS; Kenneth E. Brown, specialist for mathematics, Office of Education; S. M. Brownell, Commissioner of Ed-

ucation; Fred Cagle, Department of Zoology, Tulane University; John S. Coleman, Division of Physical Sciences, National Academy of Sciences; M. L. Cushman, dean, College of Education, University of North Dakota; Bowen C. Dees, National Science Foundation; W. L. Duren, Jr., dean, College of Arts and Sciences, University of Virginia; Carter V. Good, dean, Teachers College, University of Cincinnati; and L. D. Haskew, dean, College of Education, University of Texas.

Others were D. W. Houk, president, State Teachers College, Slippery Rock, Pa.; J. W. Jones, president, Northwest Missouri State College; Harry C. Kelly, National Science Foundation; John R. Mayor, AAAS; E. B. Norton, president, State Teachers College, Florence, Ala.; Edward M. Palmquist, National Science Foundation; Edward C. Pomeroy, executive secretary, AACTE; J. R. Rackley, Deputy Commissioner of Education; B. R. Stanerson, American Chemical Society; Oswald Tippo, president, Botanical Society of America, Department of Botany, Yale University; M. R. Trabue, dean, College of Education, Pennsylvania State University; H. D. Welte, president, Teachers College of Connecticut; Dael Wolffe, administrative executive secretary, AAAS; and Mark Zemansky, Department of Physics, College of the City of New York.

### *NCPT Members Meet With OE*

Five representatives of the National Congress of Parents and Teachers met in Washington on January 20, making the sixth in a series of conferences between the Office of Education and national organizations with an overall relationship to education.

Visiting conferees were Mrs. Rollin Brown, California, president; Joseph A. Hunter, Maryland, vice president, region 2; Mrs. Clifford N. Jenkins, New York, chairman of legislation; Mrs. T. H. Ludlow, Illinois, vice president, region 4; and James H. Snowden, Delaware, treasurer.

# 1955 Fall Enrollment Survey of MEN AND WOMEN IN COLLEGE

**A**LL the returns are in, and the Office of Education is now publishing the final figures on the 1955 fall enrollment of college-grade students in the United States. Estimates given last month in *School Life* were based on returns from only 1,196 (64.4 percent) of the country's 1,858 institutions of higher education.

Enrollment has reached the highest total in our history—2,720,929. It tops both of our previous highs, being 8.8 percent more than in 1954 and 10.7 percent more than in 1949. It is the climax of 4 consecutive years

of increases, with the last 2 years adding about  $\frac{1}{4}$  million students each.

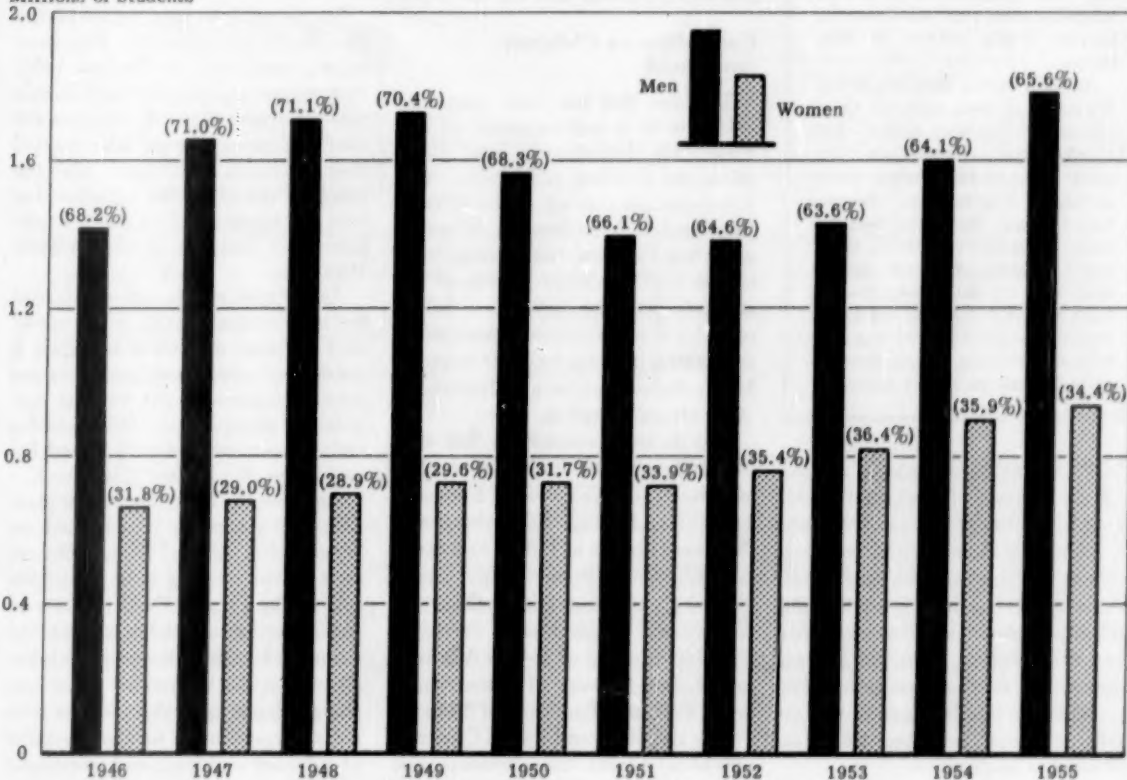
The eleventh consecutive annual report by the Office on the fall enrollment in higher education, prepared by William A. Jaracz, chief of the Statistical Services Section, will be off the press early in 1956. It presents data by sex of student, type of institution, and first-time enrollment. A summary of the report appears this month in *Higher Education*.

The 2-year decline (in 1950 and 1951) that preceded this 4-year increase was no doubt caused chiefly by a falling off in veteran enrollments. The subsequent increases, though augmented by the presence of veterans under the Korea GI bill, are mainly the result of a combination of more normal circumstances: High school graduating classes are growing larger; and the segment of population that is coming of "college age" is expanding, thanks to the upturn in our birthrate in the late 1930's. These are the cir-

*continued on page 11*

## FALL ENROLLMENT OF MEN AND WOMEN IN HIGHER EDUCATIONAL INSTITUTIONS 1946-55

Millions of Students





**T**HE migrant child, like every other child in these United States, has a right to a good education, to the opportunity to become a well-adjusted, useful member of society.

But how to give him his due, how to give him a sense of belonging, of security, of accomplishment—that is a knotty problem. Moving, as he does, from State to State, sometimes as often as seven or eight times a year, the migrant child barely has time to feel at home in a new school with new teachers and new classmates—if indeed he enters school at all—before he must be taken away, to be subjected once more to the painful processes of adjustment.

No wonder that migrant children have the lowest educational attainments of any group in the Nation. No wonder that they enter school later than other children, attend fewer days, make the least progress, drop out of school sooner, and constitute the largest single source of illiterates.

What is more, they are many. No one has ever counted them all, no one has been able to; but employment records estimate the total migrant farm labor force at nearly 1½ million. Assuming, as some States do, that for every 7 migrant workers, there are 3 children of school age, we may well say that every year at least 600,000 children are being denied the privileges of a public school education, simply because they are always on the move.

**O**F COURSE the problem of how to educate the migrant child, along with other problems of the public schools, is basically the responsibility of the States and the local school districts. And at those levels thought and effort have long been expended toward a solution. But the Federal Government, too, has its responsibility in a situation that has become nationwide in scope and has taken on formidable proportions.

## *Office of Education cooperates in the national effort for* **AGRICULTURAL MIGRANTS**

### ***Federal Agencies Join Forces***

The Office of Education, as the Federal agency concerned with the child in the school, for some years has been working to improve the educational opportunities for migrant agricultural workers. But it has not worked alone. Recognizing that the problems of the child grow out of the problems of his parents, the Office has joined forces with other agencies, in Government and out, that have an interest in the welfare of migrant families.

There are now two interagency groups in the Federal Government that devote themselves exclusively to the migratory laborer and his dilemma.

### ***Committee on Children and Youth***

The one that has been longer in existence is a subcommittee of the President's Interdepartmental Committee on Children and Youth. The subcommittee was set up in 1950 as the Special Committee on Migrants and Their Families; but in recognition of the fact that large aspects of the migrant program have been taken over by a more recently established committee, its name has been changed to the Subcommittee on Children of Agricultural Migrants.

Eleven members sit on this subcommittee, representatives of the Departments of Agriculture (Extension Service); Health, Education, and Welfare (Bureau of Public Assistance and Children's Bureau in the Social Security Administration, Office of Education, Public Health Service); Interior (Bureau of Indian Affairs); and Labor (Bureau of Labor Standards, Bureau of Employment Security, Wage and Hour and Public Contracts Division); and the Housing and

Home Finance Agency. Office of Education representative is Paul E. Blackwood, specialist in elementary education.

Purpose of the subcommittee is threefold: (1) To give the member agencies a means of informing each other about their various programs for the well-being of migrants, (2) to stimulate better programs, and (3) to strengthen working relationships between the Federal Government and the State and local governments and organizations in solving a common problem.

### ***Committee on Migratory Labor***

The second interagency group is the President's Committee on Migratory Labor, established in August 1954. Its purpose is to stimulate and coordinate programs that will improve the total welfare of migrant laborers and their families. Members are the heads of the same five agencies that now are represented on the Subcommittee on Children of Agricultural Migrants.

An adjunct of this second committee is a working group made up of staff members of the five agencies; it carries out certain assignments necessary to implement the various programs of the agencies. Office of Education representative on this working committee also is Paul Blackwood.

Just now, the working group is planning for a meeting it will hold on January 26. One of the specific objects of the meeting is to define the role of the President's Committee in implementing a resolution that the Committee itself endorsed on October 20: "That the Committee place special emphasis upon the need for providing opportunities for the education of migrant children, and vocational

and fundamental education of youths and adults."

The working group has a number of subcommittees of its own, for housing, transportation codes, and so forth. For problems relating primarily to children it has the cooperation of the Subcommittee on Children of Agricultural Migrants, of the Interdepartmental Committee on Children and Youth. Thus, as the chart shows, that subcommittee actually serves both of the interagency committees.

#### **Effort within HEW**

Closer home, within its own Department, the Office joins with some of its fellow constituents—Public Health Service, Social Security Administration, Food and Drug Administration, Office of Vocational Rehabilitation,

and Office of Field Administration—in the intramural Committee on Migratory Labor. This committee maintains coordination in program planning among the constituents, participates in the work of the Subcommittee on Children of Agricultural Migrants, and serves as liaison with the President's Committee on Migratory Labor. Joseph H. Douglass, assistant to the Assistant Secretary for Program Analysis, is chairman of this departmental committee.

Besides, the Office has its own working committee of four assigned to better education for migrants. It was established in 1951, at the time when the Office first began to give concentrated attention to the problem.

Since 1951, too, the Office has had a staff member continuously assigned, on a part-time basis, to the

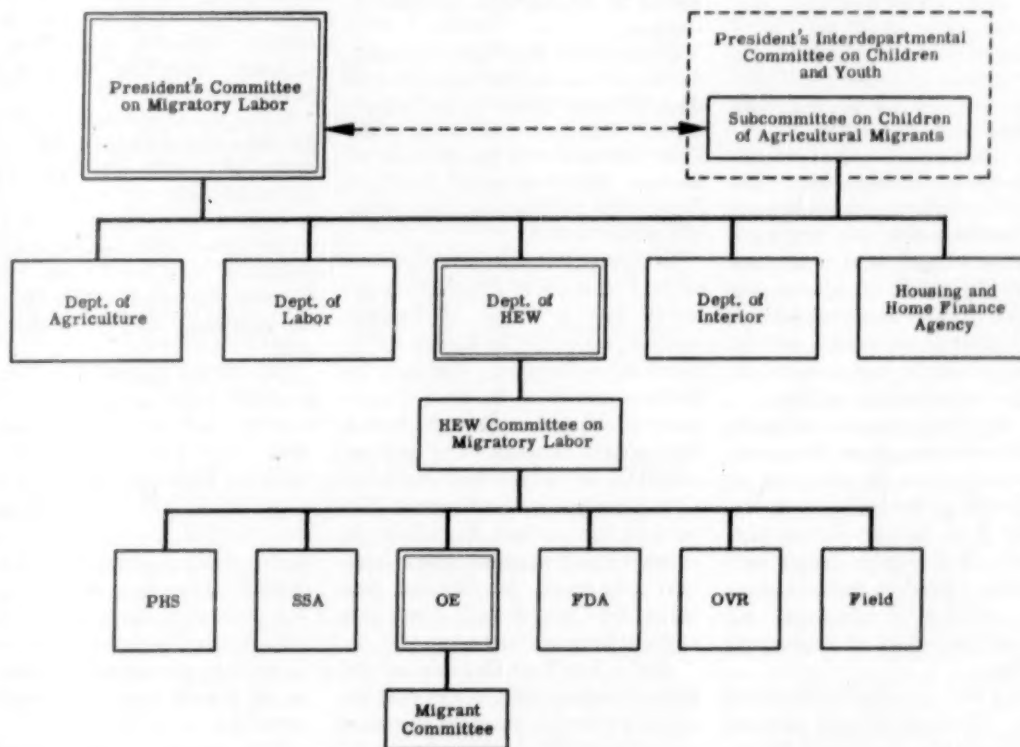
migrant problem. For a few months during 1952 a grant of funds from the President's budget gave the Office the help and leadership of a special consultant on migrant problems.

Some of the Office's specific activities have been carried out in cooperation with the National Council of Chief State School Officers. One of these was the arranging in 1952 of a series of four conferences on education for migrants, held along the four main routes of migrant labor. Another was the preparation of a directory of migrant-education coordinators in various State departments of education.

To explore ways in which satisfactory school records for migrant children can be transferred from school to school, the Office, in cooperation

*continued on page 11*

### OE JOINS OTHER FEDERAL AGENCIES IN EFFORT FOR MIGRANTS



## *Technical Assistance*

# TRAINING PROGRAM *in the Office of Education*

**W**HAT twelve Austrian educators saw and learned in the commercial schools they visited in the United States last fall probably will have a good deal to do with how Austria, in the next year or two, revises its commercial-education curriculums.

Under a project jointly worked out by their own government and the United States International Cooperation Administration (ICA), the twelve were sent to the United States in early October. Already their training programs had been developed cooperatively in Washington by ICA and the Office of Education. The project under which they came was one of several in which the United States has joined in the past few years for the purpose of assisting underdeveloped countries by sharing with them our technical knowledge.

Both the visiting educators and their government wanted to learn what we think are the best methods in business education; they felt that their own courses of study were inadequate to meet the needs of a changing economy; and they considered a visit to the United States schools and industries one of the best ways of obtaining a new perspective and ideas.

This team was composed of highly competent persons. Some of its members were directors, headmasters, or professors from the leading commercial schools in Austria. Others were university professors in departments of business education, representatives of the ministry of education, and provincial inspectors of commercial education.

During their 5 weeks in this country they visited schools and universities in 7 cities in the United States:

Washington, D. C.; Wilmington, Del.; Columbus, Ohio; Urbana, Chicago, and Evanston, Ill.; and New York City.

In Washington they were oriented to business education in the United States by Office specialists. This orientation was supplemented by visits to a private business college, an insurance company that offers in-service training to its employees, and three high schools that offer full commercial courses.

In Wilmington they visited the city school system, which has an outstanding program for integrating studies in schools with practices in business.

In Columbus they had opportunities to see commercial education at three different levels: In the department of distributive education at the State university, in the division of business education under the State department of education, and in the city school system.

In Urbana, through the cooperation of the University of Illinois, they observed how a college of business operates, especially its department of distributive education. And from the business service of the State department of education they received a cross-section presentation of business education on the State and local level.

In Evanston, at Northwestern University, they visited the school of commerce and the department of business education; in Chicago they visited the Gregg School, also a part of Northwestern University.

And in New York City they saw the kind of cooperation that can exist between a school of business education and administration and various com-

mercial establishments having their own training programs.

**P**LANNING this "course of study" for the Austrians—and for all other educational personnel coming to the United States under the technical assistance programs—is the responsibility of the Office of Education. Since 1951 the Office, through its Technical Training Section in the Educational Exchange and Training Branch, has cooperated with ICA and the various technical assistance agencies that preceded it.

The Office planned its first training programs for 9 participants from Afghanistan, Pakistan, and Brazil in the fall of 1951. Between September 1951 and November 1955 the Office planned and supervised the study, trips, and training in this country of approximately 1,300 foreign participants from 42 countries. The visitors represented almost every field of educational interest: Home economics, audio-visual education, engineering, physical and health education, labor relations education, counseling and guidance, educational statistics, and many others.

Before planning training programs, the Office first determines the qualifications of the visitors and the purpose for which they are coming. Once these two facts are clearly defined, the Office surveys the educational resources of the United States to find the ones that can best give the team the experience and knowledge they need.

"We do not limit their training to academic work alone in our efforts to secure meaningful experiences for them," says John W. Grissom, who heads the Technical Training Section of the Office. "We use all resources available that may give the participants a practical understanding of our educational programs and our society. We arrange to have them live in homes in rural communities and cities, or work in shops when feasible; or we place them in public schools for practical training."

Some trainees receive a combina-



tion of academic and practical training; others, academic training only. Some, like the short-term Austrian team, are best served by a trip that takes them to outstanding educational institutions or projects in the field in which they are studying. Cooperating with the Office this year in giving the visitors the training and informa-

tion they seek are more than 200 colleges, universities, and trade schools. Many others receive participants for brief visits to observe classes and to consult with appropriate faculty members.

Length of stay for these participants ranges from 30 days to 4 years, but most of them spend from 6 to 12

months here. High-level missions, such as the French High Council for Industrial Education or the Belgian Mission on Vocational Education, visit for only a few weeks.

It is anticipated that between 700 and 800 foreign educators will participate in this training program during the fiscal year of 1956.

## SUMMARIES OF OE PUBLICATIONS

### CLERKS AND CUSTODIANS IN SCHOOLS

In what is believed to be a pioneer study, the Office of Education has provided information dealing with the numerical status of clerical and custodial staffs in all public high schools with an enrollment of 500 or more. *Clerical and Custodial Staff in Public Secondary Day Schools*, Circular No. 445, portrays current practice on assignment of clerks and custodians by size of school, type of school, and size of place.

Presented in 9 tables of basic information and 18 tables of derived statistics, the nationwide and State-by-State data should be of value in planning for the rapidly expanding enrollments about to be faced by the secondary schools in this country. By 1956 the population bulge with which the elementary schools have been struggling will have reached the junior high schools in full force.

The authors, Ellsworth Tompkins, specialist on large high schools, and Mabel C. Rice, supervisory survey statistician, having devised a tabular presentation that is clear and easy to read, have resisted the tendency to develop a lengthy textual review of the data. Seven of the 86 pages suffice to point out the highlights of information contained in the derived statistics; the rest are devoted to tabular presentation. The reader can scan the statistics for his own purposes.

Among other things, the report re-

veals that public secondary day schools enrolling 500 or more pupils:

—employ 10,668 full-time clerks, 10,096 of them women,

—average 2.4 clerks per school and 417.2 students per clerk,

—employ more clerks in cities of 10,000 to 15,000 population than in other cities,

—employ 26,347 custodians, 19,525 of them women,

—employ more custodians in senior high schools than in any other type,

—employ more men custodians in cities of 10,000 to 15,000 population than in other cities, and more women in cities of 1 million or more.

The authors emphasize that this is a report of numerical status only and express the hope that no one will interpret status as desirable practice.

The circular is sold for 55 cents a copy by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

### TRAINING BETTER FARMERS

*"A century ago there were approximately 85 people on the land to 15 others. This relationship is almost in reverse today with about 15 on the land to 85 others. A further decline in the number on the land is expected."*

Beginning with this statement, *Educational Objectives in Vocational Agriculture*, a 1955 Office of Education revision of a monograph pub-

lished in 1940, proceeds to emphasize the increasing significance of the educational factor in the "race between efficient output or productivity per farmworker and the pressures of an increased standard of living and an increasing population."

Only by the application of technological developments to agricultural techniques can the dwindling farm population, while maintaining a satisfactory way of life on the land, be enabled to meet the demands made upon it for the necessities of life by the ever-increasing nonfarm population. Along with the development of the technological aspects of agriculture, there is manifested the increasing need for training and education to impart essential technical skills and knowledge.

Not a course of study, this monograph is intended to lay down a series of guidelines for teachers to follow in developing vocational programs for high school students and out-of-school youth and adults—programs designed to train present and prospective farmers for proficiency in farming.

In order to achieve the aim of vocational education in agriculture in concert with the aims of public-school education generally, there are proposed seven major objectives of the former. An explanatory statement concerning each major objective is followed by a list of "contributory ob-

jectives," stated in terms of abilities required or helpful in attaining the major objectives. Suggestions for using the statements on objectives are offered in the concluding section of the monograph.

Intended primarily for use by teachers of vocational agriculture, the monograph should also be useful to school administrators, boards of education, and others who are concerned with programs of vocational education in agriculture.

Educational Objectives in Vocational Agriculture (Monograph No. 21) has 14 pages and is for sale, at 15 cents a copy, by the Superintendent of Documents, United States Government Printing Office, Washington 25.

## STATISTICS OF NEGRO EDUCATION

### I

Tremendous increases in the enrollment in Negro public high schools—that is one of the indications of the progress that Negro education in the Southern States has made during the past three decades.

In 1919-20, only 1.6 percent of the total enrollment in Negro public schools in those States was at the secondary level. By 1951-52 the proportion had risen to 15.1 percent—a much faster increase than the one that has occurred in the United States as a whole, where the proportion of pupils in secondary schools during the same period has no more than doubled.

Thus reports the Office of Education Circular No. 444, *Statistics of Public Elementary and Secondary Education of Negroes in the Southern States, 1951-52*,\* by Carol Joy Hobson, research assistant in the Research and Statistical Services Branch. The

\*The States are the 18 (including the District of Columbia) that, at the time the data were collected, maintained separate schools for Negroes on a statewide basis.

data it presents were obtained in the Office's 1951-52 Biennial Survey of Education in the United States.

It reports other signs of progress, too, in the separate Negro schools. The average school term has lengthened; the gap between teachers' salaries in white schools and Negro schools has narrowed; and the capital outlay for Negro schools has increased at an accelerated rate—in 4 States to such an extent that outlay per pupil in 1951-52 was higher in Negro schools than in white.

But, despite the recent extensive efforts to improve facilities for Negro pupils, in some States there is still a wide disparity between Negro and white schools, both in the annual current expenditure per pupil and in the value of school property per pupil.

Comparisons between white and Negro schools in the South are not the only ones presented in the circular. There are also comparisons between white and Negro schools in the same State, between Negro schools in different Southern States, and between public schools in the Southern States and public schools in the rest of the country.

### II

For the Negro college in the United States, another circular, No. 448, *Statistics of Negro Colleges and Universities: 1951-52 and the Fall of 1954*, by Henry G. Badger, specialist in educational statistics, brings together a number of salient facts. Among them, these:

Of the 104 separate institutions maintained in 1951-52 for Negroes, 74 were universities, colleges, or professional schools; 13 were teachers colleges; 17 were junior colleges. Thirty-eight were publicly controlled. About two-thirds were fully accredited.

Resident undergraduates predominate more in Negro colleges (86.3 percent) than they do in colleges attended primarily or exclusively by whites (65.4 percent). Graduate degrees conferred by Negro institutions have been confined to master's or second

professional; the doctorate has not been conferred as an earned degree, at least not through 1953-54.

Although Negro institutions in 1951-52 made up 5.7 percent of the total number of institutions of higher education in the United States, held 3.1 percent of the plant, incurred 2.5 percent of the current expenditures, and spent 2.9 percent of the totals for resident instruction and libraries, they accounted for only one-tenth of 1 percent of all research expenditures.

Each of these publications (the first, 18 pages; the second, 16) is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 20 cents a copy.

## EDUCATION IN HONDURAS

Education in Honduras is the latest study in the Office of Education's series on education in the American Republics.

Prepared by Professor M. Weldon Thompson of Lynchburg College, Lynchburg, Va., the original study was edited by Marjorie C. Johnston, Office specialist in comparative education. Dr. Johnston has also added an appendix of programs of study in the Honduran schools, presented in 13 tables.

The bulletin is arranged in two sections.

Part 1 contains background information on Honduras, covering the topography; historical and political development; and the geographical, economic, and sociological conditions. The discussion is brief and directly related to the state of education in this Central American Republic.

Part 2 deals with public education as prescribed by the country's constitution, and with the organization of the national school system.

The educational opportunities in Honduras are set forth in sections on elementary, secondary, vocational, and higher education. Enrollment at the

various education levels is reported, and the facilities available are covered in some detail.

Educational efforts outside the public school system, such as the National School of Fine Arts and the National Center for Fundamental Education, are fully explained.

The 33-page report is well illustrated with a map of Honduras and photographs of many of the schools. It is available for 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

### BEGINNING TEACHERS IN RURAL SCHOOLS

Beginning teachers in small rural schools have a median salary of only \$2,700 a year. On the average, men get \$300 more than women; high school teachers, \$500 more than elementary. In academic preparation, men are better qualified: 73 percent of the men are college graduates, but only 28 percent of the women. Fifty-two percent of the men—in contrast to only 10 percent of the women—begin their teaching in a high school.

These are some of the facts that have come out of a pilot study made this past year by the Office of Education and reported in a circular entitled *Salaries and Other Characteristics of Beginning Rural School Teachers, 1953-54*.

The authors emphasize that their sample was small. For, though the survey covered 28 States and included 880 small rural school districts (defined as having fewer than 300 pupils), only 105 beginning teachers were found. Nevertheless the findings suggest that in small rural districts both salaries and qualifications of teachers fall below the averages that obtain in larger and urban districts.

The study at once focuses on two areas in American education that are in particular need of attention: Rural schools and teachers' salaries. This—and the fact that data on beginning teachers in rural schools are scarce—make the circular particularly interesting reading.

Single copies may be had free from the Office of Education, Washington 25, D. C.

## MIGRANTS

*continued from page 7*

with several East Coast States, has developed and distributed a school transfer card. In the past 2 years 12,000 of these cards have been distributed for use; reports of their effectiveness are now coming in.

The Office also periodically distributes packets of materials on the education of migrants; they include such information as bibliographies, descriptions of good practices in situations dealing with migrants, inventories of State and Federal resources, and analyses of problems. About 250 persons regularly receive these aids.

### Cooperation with Nongovernment Groups

Cooperation with a number of organizations outside of Government gives the Office further outlets for its services. One of its staff is a consulting member of the Migrant Project Board of the National Council on Agricultural Life and Labor. In addition the Office gives consultant service to several other organizations such as the Migrant Mission Board of

the National Council of Churches and the Girl Scouts of America, both of which have programs for migrant children and families.

## COLLEGE ENROLLMENTS

*continued from page 5*

circumstances that probably will make for continued increases in college enrollments in the years ahead.

For both men and women, enrollment is at an all-time high.

For men (1,784,000 enrolled) it means exceeding for the first time the record set in 1949, when veterans made up 34.9 percent of all college-grade enrollment.

For women (937,000 enrolled) it means the fourth consecutive year of setting a record. Behind the rise for women there is doubtless more than one reason. Certainly one of the biggest is the increasing prosperity in our country, which has made many more families able to send their daughters, as well as their sons, to college.

Percentagewise, this fall's increases are larger for men than for women—11.4 percent compared with 4.3. As records show year after year, most of the substantial changes in enrollment are caused by men and not by women, who are the more stable element in college enrollment totals.

VISIT THE OFFICE OF EDUCATION EXHIBIT.

Spaces E-3-5

AASA convention, Atlantic City, February 18-23

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- ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE. Bul. 1955 No. 3, 65¢.
- ANNUAL REPORT OF THE OFFICE OF EDUCATION, 1954 (in ANNUAL REPORT OF THE U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1954). 75¢.
- BIENNIAL SURVEY OF EDUCATION IN THE UNITED STATES, 1950-52: Ch. 1, *Statistical Summary of Education* (30¢); Ch. 2, *Statistics of State School Systems* (35¢); Ch. 3, *Statistics of City School Systems* (45¢); Ch. 4, *Statistics of Higher Education* (in 2 sections, 35¢ each); Ch. 5, *Statistics of Public Secondary Day Schools* (35¢); Ch. 6, *Statistics of Libraries in Institutions of Higher Education* (25¢).
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